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VOL. XV.

JANUARY.

No. 1.

## INDIANA School Journal AND Teacher.

ORGAN OF THE  
STATE TEACHERS' ASSOCIATION,  
AND OF  
THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

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VOLUME XV.

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# Indiana School Journal and Teacher.

Vol. XV.

JANUARY, 1870.

No. 1.

## METHODS IN MORAL EDUCATION.

BY J. M. GREGORY, LL. D., PRES. INDUSTRIAL UNIVERSITY, ILL.

No argument need be made to prove the importance of moral education. Its necessity is as obvious as that morality is necessary to good society. Without integrity, education is not a blessing. Without good morals, our schools themselves can not prosper. Whenever, through lack of sound moral influence, the public schools shall no longer be safe places for the young, all good parents will withdraw their children from these schools. There are thousands who now refuse to send to them, through simple fear of moral taint.

But confessed as is its importance, many still doubt the feasibility of any but the most cursory and general instruction in morals in the school room. All men praise virtue, and profess to believe in the sterling value of uprightness; but practically, people seem to think that good moral character, like beauty of person, comes by nature. Hence, moral education is, for the most part, limited to the punishment of vice and a prayer for virtue. The question is a vital one: Can any regular, systematic and effective education of the moral nature be given in the common public schools? To answer this question properly, one must take a careful survey of the powers to be cultivated, and of the field of their exercise. It is this I propose to attempt in these articles.

### THE MORAL POWERS.

There are no faculties which are exclusively moral. Man has but one *intellect* with which to think and know;



one *sensitivity* with which to feel, and one *will* with which to exert volitions. But each of these simple powers is able to act in several distinct departments of thought and feeling—separate realms of facts and truths, and when acting in these different realms, the faculties take different names. Thus, when we exercise the intellect in the domain of the True, we call it *perception*, *conception*, *judgment* or *reason*, according to the kind of operation performed. The sensitivity also acts, in some way, in all these operations, but never as a distinct faculty. When the mind acts in the realm of the Beautiful, we give to its combined powers the name of Taste, as a faculty that judges and enjoys the phenomena of beauty. When they act in the realm of the morally Good and the Right, discriminating and approving goodness and right, we call them Conscience or the Moral Faculty. Conscience is not another intellect, but simply the power of the intellect to *know*, and of the sensibility to *feel* the excellence and obligation of the Good and the Right.

The impelling and restraining power of conscience is nothing more than the obligatory character which it perceives in virtue. Concerning the nature of this obligation, philosophers have greatly differed. Some find the source of our obligation to do right, in the simple and eternal excellence of the Right; some find it in the vital importance of the Right to the universal well being; some in the craving of the moral nature or appetite of man; others, in the relations between man and other beings; while others still only see in it the felt authority of the great and Divine Law-maker of the Right and the Good. It may be questioned whether this bond of obligation, which we feel constraining us to do right, is not like every thing else in nature, compound and not simple. It is a cord, not of one single strand, but of several, embracing all those just mentioned, and perhaps many more. The right is so excellent in itself, and so grandly necessary to universal well being that God has bound us to it by every faculty of our nature. He has fitted the intellect to perceive it not only as a form and a quality of action, but also as a law binding us to duty. He has given

to the Taste the power to find in it the highest types and effects of the Beautiful. The "Beauty of Holiness" is the last and divinest form of beauty. He has given us an appetite for the Right, a "hungering and thirsting after righteousness." And by all the sensibilities from the lowest to the highest—by all true desires of good for ourselves or others—and by all our love for ourselves or for our fellows, or for God himself, He has bound us to the felt need and duty to do right and avoid sin.

Thus the Right, (the *Recta*, or things ruled by Divine will), is the crowning consummation of the True, the Beautiful and the Good. It is the Divine summation of series. Thus the moral nature of man is made the crown of all his powers, binding them all under its all-comprehending law and obligation. And thus, by inevitable conclusion, moral education not only stands highest and foremost of all the cultures, but it is the natural and necessary end to which they all will tend when rightly conducted. No education can reach its highest perfection or highest utility without a moral basis and a moral aim. The intellect borrows both its inspiration and its energy from the feelings. Vividness of sensibility gives clearness and depth to the perceptions. "The pure in heart" can "see God." Education will be mean and narrow, or grand and noble, just as the sentiments which inspire, and the emotions which impel the student are low and selfish, or pure and magnanimous. Hence, to secure the highest success in education, we must of necessity bring the moral field into view, and stimulate the moral powers to right action.

But, more. If it be true, as Bacon said, that "knowledge is power," still it is power only as an instrument, an engine. Its uses must be determined by the will which uses this instrument, and the will is the product, if indeed it is not the final form of the affections or feelings. Nothing is so useless, and even helpless, as blind power—an engine without an engineer. There is power in the earthquake and in the tempest, but it is power to destroy. So unguided knowledge may be a useless show, or even a curse. However extensive or rich, knowledge, unasso-



ciated with high and useful aims, is the idle flow of a river in a desert, or the rush of a destructive torrent.

These truths thunder. Their monitions are full fatality.

But now return. If, as I attempted to show, the moral faculties are only the ordinary powers of knowing, willing and feeling, exercised in the realm of moral truths and facts, then moral education is as feasible as any other; and its proper methods may be as clearly discovered and defined as those of teaching arithmetic or grammar. Indeed, as far as they depend on the great natural laws of mental growth and action, these methods are identical with those which control right and normal instruction in all other departments of thought and action. The one indivisible mind can not have two distinct modes of vitality and growth, the one in the domain of simple scientific truth. The laws of sound thinking, and right and natural feeling are every where the same, and the training can not differ generically in the several species of sound culture.

The special modifications of methods which may be required by specific differences in the truths involved and their applications in practical life will be considered in a future article. Let us first direct our attention to the laws of moral culture which appear on a survey of the moral powers themselves.

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## PRONOUNCING ORTHOGRAPHY.

BY DR. EDWIN LEIGH, NEW YORK.

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I receive your invitation to furnish some articles on this subject, as one of the good signs of the times. The attention of leading educators, of those who control our educational literature, and have the direction of our public and private schools, is at last arrested and directed in earnest to this help for the learner and hope for the unlearned.

Since John Hart wrote his "Orthography," in 1569, its need has been seen and felt, and now and then, earnest



and practical men, like Noah Webster and Benjamin Franklin, have tried to provide some way to break down the barriers to a knowledge of English print and English reading. But the time had not come, circumstances were not favorable, the conditions of success did not then exist, and their best and wisest efforts came short of attaining the end. Even the latest, best, most successful of all, Pitman's Phonotypy, only brought to view the imperative necessity, and demonstrated the practicability of a phonetic notation for our language, but did not provide a remedy, that the people could or would apply, to remove the evil of illiteracy, and to lighten the hard task of the little learners.

After three centuries of preparation, after twenty-five years of growth and development, from Pitman's first efforts at a pure Phonotypy, to this Pronouncing Orthography; after three years of thorough trial, and complete proof of its practicability, acceptableness, and worth, the time has now come for its extensive and general use. Educators, superintendents, commissioners, teachers, parents, all who control our schools, or are interested in popular education, are asked to consider it. To show how much it demands their attention, and to put them in the way of satisfying themselves on a few practical points, is the purpose of these articles. The points are such as these: What is Pronouncing Orthography? What good has it done? What good can it do? What need is there of it? Can any one learn and teach it? And how?

I. What is it? It is orthography, the common orthography of our books and newspapers. It is not Phonotypy; the spelling is not changed, every word being pointed and spelled according to our standards, Webster or Worcester.

But it is a PRONOUNCING Orthography. It shows the exact pronunciation of every word. A special form of a letter is used for each sound of it. Letters which have no sound are printed in a hair-line, or light-faced type. It thus shows the pronunciation without changing the spelling, and even preserves the familiar form, or face, of

the words as we are accustomed to see them in our books and newspapers. Words printed with this type, differ from those on this page in the common Roman print, the *italic* words do, or those printed with most of the fancy types so much used in our newspapers and advertisements. In this way, without doing any harm, it does great good. It does for the reading lessons in the child's primer, what Webster's or Worcester's accent marks do for the words in their dictionaries; only it avoids the use of the accents, which would be a blemish to the page, and would not be practical or useful enough for the children. It is designed and used not for the dictionary merely, but for the primer, making every word, and line, and page, a pronouncing dictionary for the learner, always under his eye, that he can use with ease and certainty at the very time he needs it. It thus combines in one, our *two* English languages—the written and the spoken—which have been hitherto so widely separated by our difficult and irregular orthography. It is not a new book, but a way of printing any primary book, the very same books which have long been approved and used in our schools, as will be seen from the list given below.

It is not a new method of teaching, (though it does lead to improved methods), but is applicable to any good method now in use, and auxiliary to it, preserving all that is good, and adding much that is of the greatest value.

Any one who wishes to see it fully exemplified, and sufficiently explained for all practical purposes, will find it in any of the following books. "Leigh's Pronouncing Orthography;" "McGuffey's Primer" and "McGuffey's Primary Reader," published by Wilson, Hinkle & Co., Cincinnati; "Watson's National Primer," by Barnes & Burr, New York; "Sanders' Union Pictorial Primer," and "Sanders' Union Reader, No. I," by Ivison, Phinney & Blakeman, New York; "Sargent's Standard Primer," by John L. Shorey, Boston; "Hillard's Primer," and "Hillard's Second Reader," by Brewer & Tileston, Boston; also "Leigh's Sound Charts," by J. W. Schermerhorn, New York; and two of "Philbrick's Phonic Tablets," by Taggard & Thompson, Boston. A circular, en-



titled "Good News for the Children," containing sixteen specimen pages, with sufficient explanations and testimony as to the results of its use, will be sent by Wilson, Hinkle & Co., Cincinnati, to any one who asks for it. For any further information, (or for either of the above), address "Edwin Leigh, New York City." Any one who takes interest enough in this subject to send me his name and postoffice address, will receive such additional printed matter as from time to time may be ready. If it be desired, a specimen, with explanations, for a future number of this Journal.

II. What has it done? It has been used extensively East, West, North and South, and in *every* school, so far as I have learned, where it has been used a year, or even less, the children have made twice the progress that was attained by former classes with common print; they pronounce much better; they know the elementary sounds well, and can spell by sound admirably; they have been able to study their lessons and help themselves, instead of constantly depending upon the teacher to tell them what the new words are, and have either made the transition to reading and spelling in common print without difficulty, or have had no transition to make; for, he who can read a page of common print, can read it on this print; and, *vice versa*, he who has read through a Second Reader in Pronouncing Orthography can read the same pages or words in common print.

A full statement of the results of three years' trial in the Public Schools of St. Louis, and of some of the results in Boston, has been printed, and will be sent to all who desire it. The following, from Washington University, St. Louis, has not yet been printed, and answers a question which troubles many teachers who are not familiar with the results of phonetic teaching. Professor Geo. B. Stone, Principal of the Preparatory Department, writes, August 3, 1869:

"I am happy to say, that we are in every respect gratified with the success which has attended the use of your Pronouncing Orthography in the Primary School connected with the Preparatory Department of the Univer-

sity. We are highly pleased with the distinctness of articulation, and the accuracy of pronunciation, which can be secured. In spelling, the Phonetic classes invariably, make rapid progress, and the most careful examinations have tested their accuracy. Scholars unacquainted with the alphabet last September, were in the Third Book at the close of the year, and could spell, without missing, all the words in the spelling exercises of the two lower books. The transition from the Pronouncing Print to the common print is made by the scholars without any special instruction, and the ordinary spelling is combined with the spelling by sound, at a very early period. A very brief trial will, I think, satisfy any one of the advantages, in primary teaching, to be obtained by the use of your Pronouncing Print."

Mr. Harris, Superintendent of Public Schools in St. Louis, writes, June 23, 1869:

"Children who entered school last September, and commenced the Primer at that time, completed the Primer and Primary Reader, and Second Reader, and some classes entered the Third Reader, McGuffey's series." (This was formerly the work of two years and a half.) These pupils were as far advanced in spelling as in reading. They spelled both by sound and by letter. They read common print as well as the Pronouncing Orthography, after they have become familiar with the words in the new dress. Their pronunciation is a great success. The teachers are all, without exception, enthusiastic in favor of the new method. It gets to be more and more powerful in its effects as it grows into our system, and is understood by our teachers."

These are some of the fruits of three years' use of this Print in St. Louis. Substantially the same fruits have been reached wherever it has been introduced.



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“TEACHERS’ MEETINGS—HOW SHALL THEY BE CONDUCTED, AND WHAT SHALL BE THEIR CHIEF AIMS?”

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THE success of the Graded School depends very largely upon the close, accurate, systematic manner in which the several departments work with reference to each other. It is an intricate machine, composed of a great variety of parts closely adapted to, and necessary for, each other. Unlike the ponderous printing press, whose cogs and cranks work with unerring precision, and whose products are invariably the same, the school works under constantly varying conditions, and these conditions are the subject of a constantly varying adjustment to produce good results. The unstable conditions to be considered are: 1st. A Board of Trustees, who may or may not be acquainted with the various necessities, moral, intellectual and physical, connected with their trust. 2d. The Superintendent, who may or may not have the qualities which fit him to organize and manage a school system. 3d. The corps of teachers, many of whom may be teachers by accident, untrained, unskilled, and some, possibly, inefficient. 4th. The children, of various ages, various attainments and various aspirations. And lastly, the parents, whose influence over the children for good or evil must largely determine the character of the school. These diverse elements must harmonize, in order to produce the results for which the schools are intended. How, then, shall we harmonize them? How shall we educate our Trustees, our teachers, our pupils and our people, that a uniform and efficient policy may be established? How shall confidence be secured among these several parties, in order properly to organize, discipline and instruct the school? These are vital questions, and their answers must come from the teachers. To their wisdom, tact, prudence and integrity the moral and intellectual improvement of the children is for the most part intrusted. If each teacher in the corps shall organize, govern, discipline and teach without reference to the

other teachers and departments, disorder and confusion must be the result. If, however, there is harmony, system and co-operation among the teachers, if they are actuated by similar motives, controlled by uniform plans, the best and safest results must follow. How may this uniformity be secured? The answer is, by frequent consultations on the part of those to whom this difficult and responsible work is intrusted—in other words, by teachers' meetings.

No institution, involving great interests and requiring the executive skill of many individuals, can be safely conducted without a perfect understanding of the nature and extent of the work to be performed by each, and the responsibility each must assume.

Many questions arise concerning the affairs of schools about which there is an honest difference of opinion. Different methods are adopted to secure the same results. But, as no two schools are precisely alike, the plan which answers best in one may fail in another, and that is best which, under the circumstances, will secure the desired results. To illustrate our meaning, we will take the teachers in any one of the average sized towns in the State. Suppose we have from twelve to twenty who teach in the five or six different grades, in buildings of different sizes, separated from each other. A regiment of children, ranging from six to eighteen years, are committed to their care to be instructed morally, intellectually and physically. They are to be properly graded and systematically taught. It is evident there must be some plan or arrangement by which such a mass can be judiciously handled. A system of mere paper regulations, however good, will not meet the case. The teachers commence to organize the schools; each has a different way. The Superintendent also has a way. If he is a man of sense and shrewdness he will know that unless his teachers work with him he can accomplish nothing. There must be a hearty, cordial co-operation in order to insure success. This requires a meeting for adjustment. Again, now that they are graded to the best advantage, they must be governed. One teacher flogs, another re-



lies mainly on moral suasion, another trusts to "rewards of merit," another expects to throw all the difficult cases upon the Superintendent, while the community is thrown into some excitement by the diversity of means used to manage the children. Here is a chance for council. Some teacher may be injudicious, and, unless restrained, may involve the whole system and every teacher in trouble. A comparison of views will probably remedy the whole difficulty. Now that the discipline is regulated, it is observed that very different methods of instruction are adopted. One teacher has a mania for "Object Lessons," another thinks the proper recitation is the "Concert System," a third thinks every lesson must be memorized, and a fourth does not require the pupils to commit anything to memory in the words of the author. Here is a chance for a council. One teacher takes her pupils five pages a week in one study, and another in the same grade goes over twenty. Which is right? In one school the regularity and punctuality of the pupils are remarkably good; in another, under apparently the same conditions, very bad. How shall we find the difference, unless at a teachers' meeting we make this subject a matter of investigation? It may be the difference is only apparent, for one teacher keeps her record different from the other. The first marks her pupils present who are in within five minutes; another expects her pupils to be in on exact time. These records must be systematized so that uniformity be attained, and that must be done by a teachers' meeting. Complaints are made of the unhealthy character of a school; it is kept too hot or too cold. From this arise questions of light, heat and ventilation, which should frequently be discussed. One school is notorious for its vulgarity, rudeness and vice, or the quarrelsome character of its pupils. How will these difficulties be remedied? Parents can not do it; teachers must. Very many questions of a practical character thus arise, on which the welfare of the school and the success of the teacher depend. Questions of a delicate nature often force themselves upon the attention of a teacher which can be safely determined only by a fac-

ulty meeting, where each teacher may express an opinion. But it may be asked, why may not the Superintendent, who is the responsible head of the schools, act upon all these questions, and thus save the teachers the time and trouble of coming together? The Superintendent is useless unless he has the co-operation of his assistants, and they are equally interested in giving him suggestions as he is interested in receiving them. The interest of Superintendent, teachers, pupils and people is the same. The better the schools, the easier, the pleasanter and the safer is their management.

If teachers meet each week to counsel together, to report their successes and their failures, their social faculties will be improved. A teachers' meeting should be a teachers' sociable—not formal, cold and distant, but cheerful and pleasant. Teachers rarely have time for sociability, and sometimes become jealous of each other, because they do not know each other's characters. Such meetings afford an opportunity to spend a pleasant evening in such a way that their burdens may be equalized, their graces developed, their angularities rubbed off. Such results alone are worth the trouble of coming together. It need not be supposed that such a meeting can be profitable if it be devoted to recitation. If teachers are not prepared for teaching they should stop and go to school. We have known a corps of teachers, in a little fit of enthusiasm, agree to study Mental Philosophy, or Botany, and for a week or two pursue it with tolerable ardor. But the diversities of their talents, the differences in their education, the demands on their time for study, soon demonstrated its impracticability. The progress was slow and uncertain, and the result not commensurate with the expectation. The intellectual improvement of teachers must be in a great measure the result of their own efforts, and, as each is actuated by a different motive, the results must be very different.

Teachers' meetings should be private and strictly confidential. Many subjects will be discussed involving the names and actions of individuals, which, if reported, would only do harm to all concerned. For this reason it



is not proper that persons not teaching, particularly children, should attend. They would not be profited at all, and might receive very erroneous impressions.

In conclusion, it will only be necessary to say that such meetings require the kindness, prudence, frankness, moderation and courtesy that distinguish the association of gentlemen and ladies. Petulance, intolerance, uncharitableness and dogmatic assertion are quite as much out of place as they would be exhibited in the school room. If teachers are impolite and rude to their equals, it is not improbable they will be ill-tempered and rough with those who can not hold them responsible.

A SUPERINTENDENT.

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## THE BIBLE IN THE PUBLIC SCHOOLS.

BY REV. B. F. TREAT.

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The signs of the times indicate a terrible struggle in America over this subject. Indeed, the struggle has already commenced. For the present *we* are safe. Section 167 of the School Law of Indiana reads thus: "The Bible shall not be excluded from the Public Schools of the State." This negative statute satisfies the Christian public of this commonwealth. They do not ask a compulsory statute on this subject. The existing law works no hardship for any community. If they choose to have the Bible in their schools, it can not be excluded; if they choose to exclude the Bible, it can not be forced upon them. It would be difficult to frame a statute more pregnant with wisdom and toleration, or better adapted to the genius of a free government.

In anticipation of the "coming strain," as a cotemporary phrases it, I wish to offer a few suggestions. As the field is large and the theme fruitful, I can not do more at present.

Why should any one desire to exclude the Bible from the Public Schools? Some will answer, "We do not believe the Bible to be true." Others will say, "We do not

believe in private interpretation of the Scriptures; the Bible should be in the hand of the Priest or of those authorized by the church to interpret it." Possibly a third class will say, "The style of the Bible is not adapted to children." These three classes, it is presumed, will include every man who is opposed to our present School Statute on this subject. I shall briefly notice their objections.

The first class are opposed to the Bible *per se*, and, therefore, will always be found aiding and abetting any movement that will lessen the area of its influence. But is it the duty of a great and Christian people to tamely submit to this demand of infidelity? No! The second class look at the matter in the light of religious partisans. If their demands are granted, why not every religious party demand the same favor, and have our "Common School Fund" divided into as many parts as there are religious denominations in the State, not forgetting a few apportionments for the various types of infidels, who can not be expected to fraternize with any religious organization? The absurdity of this is self-evident. The third class present an imaginary difficulty only. We may safely grant that portions of the Scriptures are not adapted to the wants of children; yet who does not know that the readings, in all our schools, are from select passages, only? Any man or woman who proposes to teach in a Christian land ought to be sufficiently acquainted with the Bible to select, without a moment's hesitation, chapters appropriate to the school.

What is to be gained by excluding the Bible from the Public Schools? Immunity from its influence? Is its influence bad? If this is the ground of opposition—and there can be no other—it will not do to stop when you get *the book* out of the schools. Its *principles* must go out also! The Bible is not ink and paper. It is the living truths contained in it that constitute it the book of books. It takes no prophetic ken to see this second step in the anti-Bible *programme*. Indeed, without this, the first is a nullity. When the new *regime* is introduced it will not do for your teachers to enforce the morality of

the Bible—just as well to read the book itself! It will not do for the teacher to speak of God, Christ, or heaven; of faith, hope, or charity—just as harmless to read the book that reveals these. It will not do for the teacher to rebuke sin, vice and immorality, nor to speak of the fear of God and the heinousness of violating His laws—just as well read in the Bible at once! It is clear as day that the rejection of the Bible is the rejection of that which it contains. The day the Bible is forcibly ejected from our Common Schools we will need a new literature for them, because our present school literature bows to the Bible as the supreme law of morals, and everywhere recognizes its great truths. Who is prepared to furnish such a literature? A literature without God, a Savior, faith, hope, charity or heaven! When the Scriptures are excluded, and the literature of the school-room adapted to the change, who will be competent to the work of a teacher? How will he supply the awful deficiency thus created? The infidel may undertake it, but what man that is true to the moral interests of his race dare to do it? It will not do to say, “We propose to exclude the Bible from our schools, and yet permit our children to be instructed in its general principles.” This is as absurd as to say, “We propose to dry up the fountain and yet allow the stream to flow.”

The *ultimate* question for the people of America to decide is this: “Shall our schools be devoid of all Bible truths?” This is the objective point, without which the present crusade against the Bible is an abortion.

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## CAMPAIGN SECOND.

In these reminiscences I am inspired by a higher motive than merely to announce what I have seen, what I have heard, what I have learned, and how, during my long schoolmaster life, I have taught. A simple catalogue of the State Senators and Representatives, Judges and Congressmen, Officers and Soldiers, Ministers and Teachers, who, in other days, were my pupils, could not meet my aim. I would furnish instructive lessons of



truth, drawn from the broad and rugged fields of more than forty years' experience. In this work, I would, if possible, be a blessing to my fellow-laborers in the great educational battle-field. Such is my aim.

The appliances and operations of my second term varied but little from the first. The locality was the same. It was a winter school. But in this school there were three striking characters. The first, a ten year-old boy, the son of a drunken blacksmith; the second, a boy eleven years of age, the son of a man possessed of uncommon mechanical talent; the third, fourteen years of age, the son of a speculating gambler.

The first and third have wound up their earthly career; the second is now a wealthy Iowa farmer and a successful grain and cattle dealer. In his boyhood school-day he earned the reputation of being "close and stingy." Like his father, he was a natural mechanic. He directed all his inventive genius to the purpose of money-making and money-saving. In boyhood his manufacture of toy-guns, bows and arrows, nice hand-wagons, etc., usually transferred all the odd change of his associates to his capacious pockets, whence its circulation was at an end. He made rapid progress until he had gained as much knowledge as it was "*advisable*" for one who intended to be a farmer, should have. Then he made a final pause in educational progress. Indeed, at that time, I had but a very imperfect idea of the actual amount of education to which a farmer or mechanic might *prudently* aspire. Then the proposition whether a man could both plow and solve problems in the higher mathematics, had not been demonstrated. Consequently, I was poorly fitted to advise a talented boy who intended to be a farmer.

How to advise the first boy I understood better. His purpose, at ten years of age, was to become a man of education. An old man of reading and thought, had whispered in the ear of the poor drunkard's son that sobriety, industry, study, and perseverance would, in time, make that boy one of the first lawyers of Kentucky. This was enough. The words of the old man took hold of the boy's heart. For nine weary years wrought that boy

with hammer and tongs, employing every leisure moment in study. It is needless to say, success was his.

This boy possessed the best memory and the readiest perception of any pupil I ever had. His disposition and faculties, at once, entwined my affections around him. I made a companion of him, and thus gained abiding influence over him. Young as I was, this influence over the boy, gave me a power over the intemperate father which was afterwards used to advantage. When the boy became a noble man, and when he had been admitted to the bar, I paid a visit to the place of my nativity. The young man was even more than I expected to find him, but the father was still a drunkard, loving, however, his promising son as few inebriates love a child. On setting out on my return to Indiana, the inebriate rode with me twelve miles, as he said for friendship and company. He talked almost constantly of his son. Coming to a noted spring of clear, cool water, he proposed that we should dismount and take a parting drink. On alighting he drew from his pocket a tin-cup and a flask of brandy, and earnestly insisted that I should take one drink of brandy with him. My refusal was emphatic. I began at once a most earnest plea that he, for his son's sake and credit, should close his lips forever against the intoxicating draught. He shouted, "one drink more," and took it. We parted, then and there, for all time. Four years after, I received a letter from him, thanking me for the earnest words I had uttered at our spring-parting. He stated that a short time after our separation, he took the flask from his pocket and dashed it against a tree, firmly resolving to drink no more. From that day till the day of his death, he lived the life of a sober man. Amid the triumphs of saving Christian faith, years after he departed in peace.

The third boy was my first grammar student. Young as I then was, my judgment pronounced him a most extraordinary boy—a Napoleon in embryo. He had immense capacity for good or evil. At once, there was an earnest desire on my part to guide him aright. That he would make his mark in the world there was no question in my mind. The ensuing twenty-five years of his life,

established the correctness of such an inference. He did make his "mark" in more than one way. On the battlefield, and in the halls of legislation, he did distinguish himself. Then, ere he had lived out half his days, he died as the fool dieth. He fell, by the hand of violence, in a gambling house. Such was the brief career, and such the sad end of one who might have become a Webster, Benton, or Clay.

Now it is unquestionably an important part of the teacher's office to investigate such results, inquire why the end was thus, and ascertain why failure marks the career of so many promising pupils. In other words, am I anywise responsible for the failure of him who, in hopeful boyhood, was my pupil,—him on whose capacious brow was written, in brilliant characters, the foreshadowings of a grand success in life?

At this distant day, the inquiry intensified comes pressing home upon my heart. So much is it bearing down upon me that I feel constrained to review this individual problem of the past, and, if possible, draw therefrom a practical lesson—useful, not only to myself, but advantageous to my fellow-teachers in active service.

To begin, this bright boy had not been under my tuition to exceed two weeks when I discovered in him almost a total absence of honesty and integrity of purpose. Then I lost interest in him. Hope of coming good was gone. Not a single effort did I make to induce, on his part, honesty and integrity. Without a struggle, an inglorious surrender was made. Through power over the inebriated well-disposed son, I sought and succeeded in winning back the intemperate father to the paths of sobriety. Why did I not strive to reform the gambler's son, of talent so commanding, and through power of the son win back the father?

My judgment now is, that every teacher should make unceasing efforts to induce mean, hateful, odious pupils to become good and great.

JAMES G. MAY.



## SCHOOL GOVERNMENT.

WHAT more can be advanced? Has not every thing been said on the subject of School Government that can well be uttered? If so, why is there not universal harmony in the discipline and order of the common schools? Why is it that the inquiry, how can order in the school-room be most successfully maintained, so frequently comes up in Teachers' Conventions and Institutes? It must be, that the grand secret of School Government is not generally and thoroughly understood. Every body praises good order. Every school district, in theory, demands good order. Good order is in every parent's mouth. Still, good order is not to be found in half the common schools. Perhaps it may be that enough has not been said on the subject of School Government.

Attending a County Teachers' Institute, a few weeks since, I was forcibly, but not favorably struck with remarks made by a number of teachers who seemed to feel that physical discipline—the power of the rod—the terror of punishment, is the essential, effective element in order, government, and progress. In civil government, and in the family circle, where the chief elements of training are tyranny and physical discipline, there are few good citizens and fewer well disposed children. The school is a little empire. The teacher is the prince, or princess. The subjects to be contented, must have plenty of profitable employment, and they must be taught how to make that employment pay best. Here are work and earnest study for the teacher. In the school-room, thorough workers are rarely disorderly. Idlers make the trouble. The true policy is to employ the best means to make every pupil a willing worker. Can this be done? Surely it is not an impossibility. Cheerfulness, affability, and a determined will to earnest, telling work on the part of the teacher, pointing directly to the immediate interest of every pupil in the school, must, of necessity, create a responding spirit in the bosom of each child. Under such an influence, things will be done, or left undone, because

it is *right* to do them, or leave them undone. Order necessarily follows good will to work well. In all such instances moral supersedes physical discipline.

In good school government there is a searching, independent individuality. The teacher must find something for every child to do, and have that something done, at the time, and precisely in the manner it should be done. There is work, but no hardship in this. It can be done. Uniform decision of character will do it all. Firmness and decision of character on the part of the teacher.

The individuality idea suggested, will induce the teacher to look after the well-being and well-doing of his school, not as an orderly, quiet *mass*, but as separate, individual workers, each filling his own place in this little empire.

The purpose of every teacher should be a fixed determination that each pupil shall have his full portion in due season.

G. E. R. M.

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## OBJECT LESSON—LESSON ON SIZE.

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### POINTS.

1. To show that the terms long and short are comparative terms.
2. The necessity for a standard size.
3. Present inch and give term.
4. Exercises to develop distinct conception of an inch.
5. Statements made and written on blackboard.

### METHOD.

1. Teacher bring before class pieces of ribbon, strips of paper, pieces of wood, and other suitable objects. Teacher holds up two pieces of ribbon of different lengths. What say of this piece? (long); and this? (short). Children come and touch the long ribbon; (children make statement each time); the short one? Teacher lays aside shorter piece and shows a longer one. Children

*now* come and touch short piece. But what did you call it when you touched it before? (A long piece). You see you sometimes call the same piece both (long and short). (Teacher have similar exercises with other objects.) Here is a strip of paper that you have said was long, but here is another that is a little—— (longer). Children exercised in touching *longer* piece, as before. Teacher, laying aside one piece, retaining “the longer piece,” takes another *still longer*. Children come and touch the longer piece. But awhile ago you said the *other* was the longer. Why not touch the same one again? (You changed the strips). How many think you were right each time? (All). (Teacher have similar exercises with other objects). Now you have called this a long pencil—this, the longer one—but what will you say of *this*? (Longest). Children exercised in touching longest pencil. Teacher place still another and longer one beside the three others. Children now come and touch longest pencil. Why not touch same one as before? (You have taken another). How many were right in touching longest pencil each time? (All). (Teacher, laying aside all but longest two, compares them). You have said each was the longest, but what about them? They are not exactly—— (alike), or exactly of the same—— (length). In looking at *all* these objects we have been talking about their—— (length).

2. Children, having slates and pencils, teacher asks each of them to draw a long line. Teacher, comparing them, says: “Yes, you have all drawn a long line, but you see they are not all of——” (The same length). “Then what can you say of long lines, long ribbons, long papers, &c.?” (All *long* objects are not of the *same* length). (Teacher have similar exercises with short lines, followed by statement, “All *short* objects,” &c.) “Then, if you can not draw the kind of line I wish when I say *long* or *short*, because they are not always of the same length, I must tell you of something that *is*——” (Always of the same length).

3. Teacher now show inch measure; tell children that when anything is of that length we say it is an inch long.



(Teacher tell origin and show barley corns; might exercise children in forming inch with barley corns, and making statement, "Three barley corns make one inch.") Children spell inch; teacher writes on blackboard.

4. Teacher exercise children in drawing lines, cutting ribbons, folding strips of paper, &c., an inch long; compare each time with inch measure, to test correctness, child stating each time what he has in hand.

5. Children having retained an object an inch in length, teacher allow them to compare them. What say of them—of their length? (All of same length). Then what can you say an inch always is? (An inch is always of the same length). Children spell words, teacher writes the statement upon the blackboard, and has it recited by the children, individually and in concert.

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## OFFICIAL DEPARTMENT.

### *SUPERINTENDENT'S VISITS.*

HOWARD COUNTY—Kokomo has long taken educational rank in advance of her sisters of equal age. Her people, years ago, while she was in her infancy, led on by the enthusiasm and earnestness of Baldwin, built a very creditable Normal School edifice. Much of her prosperity has grown out of this work. New London has also a good school in a poor house. They have shown how good a school can be made under great disadvantages.

My visit to Howard occurred when citizens were earnest in talking over the tragedy of another murder which has gone on record, and my educational work had to feel its effects.

Rawson Vaile, the County Examiner, was, many years ago, a superior teacher in Wayne county. We have pleasant memories of the olden time when the free school was a subscription school, and teachers and school did the best they could. He is a very efficient County Examiner, and is doing a good work in Howard. His son, a young man, on furlough from Oberlin, in the midst of a college course, is proving a very successful Superintendent of the Graded Schools of that place.

I had an interesting talk with the Township Trustees. Some fast agent for the introduction of school books had been round, selling to all the district, so as to make it their *interest to adopt his books*. Some people work by *hook*, others by *crook*, and it sometimes happen that people get ahead of themselves. One gentleman is greatly excited because teachers do not like to make all the fires and do all the sweeping, and is much alarmed about the dangers that await us. I presume all will work out right, if we can be calm and rational, and try to do all round what seems to be about right. I met a very creditable audience, for a rainy evening, in the Seminary Hall, who patiently listened to my discussion of educational topics.

I reached Tipton on the 20th. This place is just getting a start. Taxation, graded schools, uniformity of school books, good school houses, all come up together, and some persons, who belong to the primitive ages, appear to be wisest. All these things have to be met and patiently surmounted. I found the people in earnest, and I shall be disappointed if Tipton does not come out on the right side with good schools. About half the Trustees were present at our afternoon meeting, and a very respectable company were present to hear my morning address. I left with favorable anticipation for Tipton. I found the Examiner, C. N. Blount, an efficient officer, and making his educational work a careful study.

The NORMAL SCHOOL at Terre Haute, which goes into operation on the 5th proximo, and a long list of waiting letters, required my attention until the 13th inst., when I met the Township Trustees of Hendricks, A. J. Johnson, Examiner and Superintendent of their Corporation Graded Schools in Danville. There are many excellent schools scattered over this county. It has a population enterprising and intelligent, and liberal in support of education. A fair representation of Trustees were present, and interesting reports were made from the townships. The trustees have had a little bit of experience in the *stereoscope* and *map* business, which has made them wiser. Any one who expects to *hood-wink* trustees had better, for a few months, keep out of Hendricks. My evening lecture was well attended. Danville and Hendricks may be counted on the onward and upward list.

My appointment at Putnam came on a rainy day. The roads and streets were continuous mud. Not a Trustee present. I design at a future day to make a visit to the University, and her new Union High School is to be dedicated. Look out for reports next month.

B. C. HOBBS,  
*Superintendent of Public Instruction.*



## EDITORIAL—MISCELLANY.

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WE have been unable to supply the demand made upon us during the last month for the JOURNAL AND TEACHER. Our December issue was nineteen hundred and fifty, which we supposed sufficient; but we were mistaken. The number of new subscribers was greater than we had calculated upon. This is our apology for dating subscriptions ahead, to begin with the January number, and also for not supplying back numbers.

Our present issue is two thousand, which we hope will be sufficient.

May we not trust that every person whose subscription expires with the year will renew at once?

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THE minutes of the Associations, together with some of the papers read before the same, will appear in our next issue.

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WE think it would not be undue praise to commend all the contributed articles in this number. Especially do we commend the three excellent articles, "Methods in Moral Culture," "Pronouncing Orthography," and "The Bible in the Public Schools." These all deal with subjects of practical interest—the latter with a subject of peculiar interest at present. They will all be continued.

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THE world scarcely recovers from its surprise at the completion of one grand work until the completion of a grander is announced. We had scarcely ceased our exultations over the completion of the Sub Marine Telegraph, which "goes singing under the sea," until we were called to exult over the completion of the Union Pacific Railroad. The shouts of triumph over this achievement had not died among the mountains until the world was electrified by the completion of the Suez Canal. Victory follows victory; conquest treads on the heels of conquest. Truly, science has her triumphs; truly, "knowledge is power."

Let those who are always praising the ancients, contrast these tripple glories with that what has been called "Seven Wonders of the World." What is Diana at Ephesus, or Colossus at Rhodes, compared with these? Mere baubles. And in point of utility they are empty nothings. How the Pyramids, majestic as they are, sink into insignificance by the side of this canal; and in the light of utility they are monuments of folly. Who would men-

tion the name of the silly Pyramid builder in connection with that of the noble De Lesseps, the projector of the Suez Canal? The name of the latter will be as enduring as the commerce of the world—of the former as the un wisdom of the Pyramids

We suppose our readers are informed that this canal was opened November 17th; that it is a little over one hundred miles in length, starting at Port Said, on the Mediterranean, and terminating near Suez, on the Red Sea; and that it has been ten years in construction, costing about \$55,000,000 in gold.

What next? A canal across the Isthmus of Darien, a bridge across Behrings Straits, or the Straits of Dover, or aught else that science may propose.

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### WORDY TEACHERS.

JUDGING, *prima facie*, many teachers seem to suppose that their efficiency depends on their volubility. Hence they are full of words. Like an electric battery, touch them at any point and you receive a charge. A pupil is a little noisy in class, and instead of laconically saying, "John, silence," or "John, in line," it is a speech: "There, haven't I told you twenty times to observe quiet when in the class? Will you never learn to mind what is told you? What can a school do without order? I hope not to have to mention this again this term. Order is Heaven's first law." Now, after this explosion of words, and the elegant illusions to Heaven's law, we would suppose (if we did not know better) that the whole school would be awed into profound silence. But no; John lost the point in the multitude of words, and guesses there was not much meant, and so he is marking on his slate, or thinking about the next game of ball. In the meantime Tom, at the other end of the class, has taken this occasion to pin a paper on the coat of his stupid neighbor, whilst William and Henry are listless and oblivious to this abundance of good advice. Thus, by the time the teacher is through with John half the class needs regulating. Too many words!

Again, if a pupil asks a question about his lesson, the same proposition is repeated.

If the pupil asks what is meant by "common," in the rule for making denominators common, the teacher does not say *common*, in this case, means *same*, as in 3-7, 5-7, 11-7. Here the denominator 7 is common to each fraction, that is the same number. But on the contrary he says: "Common means general, as we say a common disease, nearly every body has it; as colds are common in the winter season, and chills and fever in the fall. And further," says he, "common has other meanings, almost the same as ordinary; also as mean, or low, as the common people, a common fellow." Now, by the time a pupil listens to all this about "colds," "chills," "mean," "low," &c., he can hardly be expected to have a very clear idea of common denominators.

This wordiness shows itself in recitation. The question is put in so many words that it frequently needs explaining. Again, the question is given the

student and left in his possession until his answer is framed and ready for delivery, when, to his surprise, and sometimes confusion, the question is recalled and given a second time, and in entirely different words. This confuses the student, and naturally enough, for this new verbiage has turned the other end of the question toward him. At other times it leaves the pupil in doubt which portion of the question is to be answered. Or at least, if it does not leave the pupil in doubt, it gives room to play upon the words. This latter feature is illustrated in the following, which is said to have occurred in a certain New England High School:

A pupil failing to give the definition of "Chemistry," the lesson was re assigned. When the pupil came to recite, on the following day, the teacher says, "John, what is chemistry, to-day?" After a little hesitation, John says, "I don't know, certainly, but I think it is the same that it was yesterday."

It is probable that this teacher learned that the term to day could be dropped, leaving the clear question, "What is chemistry?"

Without farther illustration, it may be well to remind this class of teachers that there is such a thing as "darkening counsel by words without knowledge." It may be further added that in command brevity is force, and in explanation it is clearness. Many teachers fail in both by too many words.

Please do not infer that a teacher may never be fluent and elaborate. He may, but not on every occasion; that is, every time he speaks. Mrs. Partington's praise of a public lecturer, wherein she says he is a "fluid orator," would be a doubtful compliment to a teacher. A fluid orator might do, but a fluid teacher never.

In conclusion, allow us to say, be both sparing and choice in your words. Few words in command; clear words in explanation. "Words fitly spoken are like apples of gold in pictures of silver."

### WOMAN'S PRIVILEGES.

*Messrs. Editors:*—Men may differ in their interpretation of the Scriptures, and deny the authority of the laws recorded in the Bible, but they are made so plain that the most ignorant need not err, or mistake the truths therein recorded for our guidance. We learn from it that man and woman *both* have an important sphere to fill, though it is an entirely different one. It was wisely directed by the Great Giver of all good, and it is useless to endeavor to change the order, for He knew best what was for our good. It seems to me that all discussion about superiority, or inferiority, equality, or inequality, is *decidedly* out of place.

Man excels in intellectual and physical powers, and all those qualities which constitute him a man; woman in social affections and those gifts which constitute her a woman. He is best and brightest in his sphere—she in hers. When I contrast the privileges that *we*, the women of America, have, with those of antiquity, and even with some of other countries of the



present day, I rejoice that I am an American. We occupy the first seats in all public assemblies (courts of justice and legislative halls excepted), public conveyances, receptions, dinners, &c., while man stands ready to do us every honor. He is also careful that no burdens shall hinder our progress, always being willing to assume them, even to the "sixth band-box and bundle." Yet, with astonishment, I learn that we are the first to raise our voices to ask for more rights, and can but stand with arms folded, ears and eyes open, while a "still, small voice" whispers, "Be still, and know that I am God." Before we clamor too loudly for more rights we should be careful to use all the *privileges* that are now within our grasp. "Inefficiency" has been laid to our charge, and perhaps justly, too; but ours is the privilege—and the way is open—to gather all the knowledge that will serve us in the "matter of fact" work of life, make us strong for the battle, and preserve us from becoming a "dead and alive burden to our comrades in the fight." It is our privilege to be true and faithful, earnest, brave and helpful. Remember that the words we utter, the deeds we do, and even the thoughts we think, go beyond us as a moving power for good or for evil. It is our privilege to be steadfast, resolute, thorough, in all we undertake, and to have some other business than consulting our mirrors and gossip. It is our privilege, as teachers, to excel, and our high privilege to say that we will *not* do the same work as men and take less for it, and then to stand *firm* in what we say.

When we have earnestly and thoroughly used all these privileges—which no one can deny us—then we may justly ask for more; and if I could see by the use of the ballot we could purge society of intemperance, profligacy, profanity and prostitution, then I would unite with those who are laboring so hard to that end, and would, with clasped hands and in the attitude of prayer, look up to the "lords of creation" and plead with them to give us the coveted boon.

WASHINGTON, Ind.

T. H.

[We welcome this article from a lady correspondent. We like to hear women speak for themselves. Among the unquestioned privileges of women is the use of the pen. Let that use be frequent. The columns of the JOURNAL AND TEACHER are open to the contributions of all.—Ed.]

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### THE BOY TO SUCCEED.

A few years ago, a large drug firm in this city advertised for a boy. Next day the store was thronged with applicants, among them a queer looking little fellow, accompanied by a woman who proved to be his aunt, in lieu of faithless parents, by whom he had been abandoned. Looking at this little waif, the merchant in the store promptly said: "Can't take him; places all full; besides he is too small." "I know he is small," said the woman, "but he is faithful." There was a twinkle in the boy's eyes that made the merchant think again. A partner in the firm volunteered the remark that he "did not see what they wanted with such a boy—he was n't bigger than a pint of cider." But after consultation the boy was set to work. A few days later a call was made on the boys in the store for some one to stay all

night. The prompt response of the little fellow contrasted well with the reluctance of others. In the middle of the night the merchant looked in to see if all was right in the store, and presently discovered his youthful *protégé* busily scissoring labels. "What are you doing?" said he. "I did not tell you to work nights." I know you did not tell me so, but I thought I might as well be doing something. In the morning the cashier got orders to "double the boy's wages, for he is willing." Only a few weeks elapsed before a show of wild beasts passed through the streets, and, very naturally, all hands in the store rushed to witness the spectacle. A thief saw his opportunity, and entered at the rear door to seize something, but in a twinkling found himself firmly clutched by the diminutive clerk aforesaid, and, after a struggle, was captured. Not only was a robbery prevented, but valuable articles taken from other stores were recovered. When asked by the merchant why he stayed behind to watch when others quit their work, the reply was, "You told me never to leave the store when others were absent, and I thought I'd stay." Orders were immediately given once more: "Double that boy's wages; he is willing and faithful." To-day that boy is getting a salary of \$2,500, and next January will become a member of the firm. Young men, imitate his example.—*Hall's Journal of Health*.

[Teachers, please read this to your pupils. It is better than a lecture. It may lead some boy to resolve, I'll be "*willing and faithful*."—Ed.]

SOUND WORDS.—From a circular, addressed to the teachers of Henrie county, by the Examiner, Rev. Edward Wright, we take the following sound words:

"III. IN THE GOVERNMENT AND DISCIPLINE OF THE SCHOOL MUCH DEPENDS UPON YOUR DISCRETION, GENTLENESS, DECISION, REGULARITY AND ORDER.

This is your throne of power. Let it be power animated by love, guided by intelligence. Be earnest, diligent, hopeful. Govern yourselves, if you would well govern others. Indulge in no feelings inimical to the high ends of what we properly call education. Seek all possible aid. Keep some chosen educational work constantly before you as a manual. When that is well read, and inwardly digested, get another. The "Indiana School Journal and Teacher, the Organ of the State Teachers' Association and of the Superintendent of Public Instruction," for your own sake, and for your work's sake, ought to be diligently studied. Attend every Institute that you can. The cost is partly sustained by the State, and will be more than repaid by the increased wages that such applicants may demand and will secure. Our trustees are judicious men, and all other things being equal, will prefer such teachers, and encourage them by higher remuneration."

WE are debtor to Prof. S. H. White, editor *Illinois Teacher*, for a copy of the proceedings of the Fifteenth Session of the Illinois Teachers' Association, pp. 167. Besides a full report of the proceedings, also essays and papers, it contains short sketches of several of the Presidents of the Association; also handsome steel engravings of two veteran educators, W. H. Wells, of Chicago, and Richard Edwards, of Normal University, Bloomington. Illinois, is making educational history.

EVERY one can afford to pay a high price for education, but he who pays *health*, pays too much.

## INSTITUTES.

RISING SUN, OHIO COUNTY, Nov., 1869.

EDITORS INDIANA SCHOOL JOURNAL AND TEACHER—*Dear Sirs:* It may be of interest to learn that, in the face of much opposition, we have succeeded in holding the Fourth Annual Session of the Teachers' Institute for this county.

Ohio being the smallest county in the State, and many of our teachers, from the beginning, having voted institutes a bore, while some of the subordinate school officers and citizens contend that they are an unnecessary expense and an injury to the schools, in as much as they oblige them to suspend while the Institute is in session, it seemed useless to attempt the holding of an Institute. Yet, during the last week in October, we had a very interesting and profitable session, though our number was quite small. Professors J. M. Olcott and Daniel Hugh were the instructors.

The teachers who were in attendance have a very great advantage over those that absented themselves. Ten subscribers to JOURNAL AND TEACHER were procured during the session.

Yours, respectfully,

JOHN BUCHANAN,  
*School Examiner Ohio County.*

COLLEGE CORNER, JAY CO., IND., Oct. 30, 1869.

MESSES. EDITORS:—Our Institute has closed, with the best results of any heretofore held in our county. The enrollment was 128, and the average daily attendance 101. The interest shown by both teachers and school officers is a pledge of better schools in Jay county.

The Institute was superintended by Prof. Olcott, of the State Normal School. He is a live man, and teaches living methods. Prof. Geo. P. Brown, of Richmond, was with us a few days. Mr. Brown is also a worker, whose influence will be realized by all teachers who listened to his instructions.

We would heartily recommend these two gentlemen as most efficient Institute workers. Prof. Green, of Kokomo, also rendered good service.

We are in the high way of progress, and the daily growing interest manifested by the *people* of Jay county, proves to us that ere long our much abused county will stand beside the banner educational county of the State.

THOMAS BOSWORTH, *Examiner.*

AUBURN, IND., November 17, 1869.

EDITORS SCHOOL JOURNAL:—The DeKalb County Institute began its fall session on November 8th. Superintendent Hobbs, and Messrs. Barnard, Charles and Hopkins were present and gave instructions daily, and lectures at the M. E. Church each of four evenings. The attendance was large and regular, many missed no roll call. The entire enrollment reached 144, very few of whom were not actual teachers.

Thanks were unanimously given to instructors and citizens for lessons presented and hospitality bestowed. Few, if any, left our Institute with other than the feeling that it was good that they came here.

Very respectfully,

WM. H. MCINTOSH, *Examiner.*



ROCHESTER, November 24, 1869.

EDITORS SCHOOL JOURNAL :—In accordance with previous announcement, the Teachers' Institute, of Fulton county, convened on the 15th inst., with ninety teachers in attendance. The Institute was conducted, for the most part, by the teachers of the county, aided by the friends of education in this vicinity. Superintendent of Public Instruction, Hon. B. C. Hobbs, was present and rendered some very valuable assistance. He also delivered two lectures before the Institute, both of which were entertaining and highly instructive. Much praise is due to our worthy Examiner, Rev. A. V. House, for the courteous and efficient manner in which he presided over the Institute. During the session of the Institute, a teachers' organization was formed to meet monthly. A pleasant and profitable week was spent, and the teachers manifested a decided interest in the great cause. On Friday evening a grand reunion was held at the Court House, after which the Institute adjourned, *sine die*.

A. V. HOUSE, *President*.

R. C. WALLACE, *Sec'y*.

P. S.—About thirty subscribers were obtained for the JOURNAL AND TEACHER.

TIPPECANOE COUNTY TEACHERS' INSTITUTE HELD LAST MONTH.—Whole number of teachers enrolled, 160. Instruction given in the eight common school branches. Public lectures delivered by Prof. J. M. Olcott, of Terre Haute, and Dr. T. W. Fry, of Lafayette. Instructors, Prof. J. M. Olcott, Prof. A. D. Goodwin, Prof. J. M. Strasburg, W. E. Mendenhall, C. E. Lane, W. A. Arnold, and the Examiner. I send you resolutions as contained in written report. I am urging the teachers to read the JOURNAL AND TEACHER, as being one of the *best aids* in the work of teaching now within their reach.

Your, truly,

HENRY S. DAKIN, *Examiner T. C.*

[Want of space prevents us from printing the above-mentioned resolutions.—Ed.]

LOGANSPORT, IND, December 7, 1869.

PROF. HOSS—*Dear Sir*: The following is the report of Logansport Public Schools for the term ending November 19, 1869:

	Sept.	Oct.	Nov.	Term.
Enrolled .....	655	698	768	768
Belonging .....	528	594	666	596
Attendance .....	489	549	617	552
Per Cent .....	92 5	92 3	92 6	92 5
Visits .....	50	33	54	137

But few changes have been made in the corps of teachers since last year.

The corps is as follows: Mrs. B. G. Cox, Misses Mattie Goodwin, Attilia Goodrich, Frone A. Case, Fannie Curtis, Mary E. Smith, Mattie Hare, E. J. Benson, M. C. Hays, Ellen Comingore, Augusta Arnold, Dada Phelps, E. L. Street, and Lizzie Stephens.

Yours, truly

SHERIDAN COX, *Sup't*.

*STATE TEACHERS' ASSOCIATION.*

The Sixteenth Annual Session of the Association will be held in Indianapolis, on the 28th, 29th and 30th of December.

The Exercises will be substantially as presented in the following programme.

It is unnecessary to refer to the character and history of the Association, to induce teachers and the friends of education to attend. The extent of its influence in the past, in advancing the general cause, and promoting the personal and collective interests of the teachers themselves, is known to all who have taken any interest in the progress of educational matters in the State. Its capacity to forward all these interests is as great now as it has ever been.

Let all the teachers in every part of the State, then, prepare early to attend, and bring out their friends, and we can have a larger and better meeting than has yet been held.

## PROGRAMME OF EXERCISES.

## TUESDAY EVENING, Dec. 28, 7 o'clock.

1. Organization, appointment of committees, etc.
2. Address of welcome, and response.
3. Inaugural Address, by the President elect, Prof. Joseph Tingley, of Asbury University.

## WEDNESDAY MORNING, 29th.

9 o'clock—Opening exercises, and miscellaneous business.

9½ o'clock—Relation of the State to the religious education of her children, by A. M. Gow, Superintendent of Schools, Evansville, Indiana. Discussion, opened by Cyrus Nutt, D. D., of the State University.

Recess.

11 o'clock—The Dangers Incidental to Professional Life, by Clarkson Davis, Principal of Spiceland Academy, Henry county, Indiana. Discussion. Miscellaneous business.

## AFTERNOON.

2 o'clock—Reciprocal Duties of Parents and Teachers, by R. F. Brewington, Superintendent of Schools, Vevay, Indiana. Discussion. Recess.

3 o'clock—Primary Instruction, by Mrs. J. H. Jones, of Newport, Ky. Discussion.

4 o'clock—Teachers' Journal, by ladies of Terre Haute. Miscellaneous business.

## EVENING SESSION.

7 o'clock—Discussion. Subject: The Needs of the Institute Work of the State. Opened by D. E. Hunter, of Peru, E. P. Cole, of Bloomington, and E. H. Staley, of Frankfort.

8 o'clock—The True Criterion of School Education, by Hon. E. E. White, of Ohio.

## THURSDAY MORNING, 30th.

9 o'clock—Opening Exercises, and miscellaneous business.

9¼ o'clock—The True Idea of a Normal School; its Necessity to the State, and How to Realize it, by Wm. A. Jones, President elect of the State Normal School. Discussion, by B. C. Hobbs, G. W. Hoss, A. C. Shortridge, Geo. P. Brown, and others.

Recess.

11 o'clock—Address by Joseph Moore, President of Earlham College. Subject: "The Bible Shall Not be Excluded from the Public Schools of the State." Discussion. Miscellaneous business.

## AFTERNOON.

2 o'clock—The Duties of Teachers in Regard to Temperance, by Dr. Ryland T. Brown, of the N. W. C. University. Discussion.

Recess.

3 o'clock—Election of Officers.

3½ o'clock—Address by Robert G. McNiece, Principal of High School, Fort Wayne, Indiana. Discussion. Miscellaneous business.

## EVENING SESSION.

7 o'clock—Essay, by Miss Carrie B. Sharp, of Fort Wayne.

7½ o'clock—Address, by Hon. Newton Bateman, Superintendent of Public Instruction in Illinois. Subject: "The Problem of Education." Closing business.

Railroads centering in Indianapolis will return members of the Association *free*.

All ladies attending the Association will be entertained by the citizens free of charge.

Hotels and boarding houses will entertain members at reduced rates.

Teachers, on arriving, will go to the High School building, on the west side of the Governor's Circle. The cars on Illinois street run within half a square of it. Stop on Market street.

JESSE H. BROWN,  
*Chairman Executive Committee.*

## STATE SUPERINTENDENTS' ASSOCIATION.

The next Annual Meeting of the Superintendents' Association will be held in the High School Building, Indianapolis, commencing Tuesday morning, December 28, 1869.

## PROGRAMME OF EXERCISES.

9 A. M.—Organization, and appointment of committees.

9:30.—Paper by E. H. Staley. Subject: City and Town Superintendency; its Economy as well as Utility. Discussion of paper.

10:30.—Discussion of subject: Teachers' Meetings—of what shall they consist, and how shall we conduct them? Miscellaneous business.



*Afternoon*—2 o'clock.—Address by A. M. Gow, Evansville. Subject: Ethical Culture in Common Schools. Discussion.

3.—Paper by W. H. Wiley, Terre Haute. Subject: What is a Graded School? Making the distinction between a Primary and Grammar School, and a Grammar and High School course of study. Discussion of Paper.

3.15.—Discussion of subject: Truancy; its Nature and its Cure.

4:30.—Discussion of subject: Should Rules be Adopted Prohibiting, in teaching certain Subjects, the use of Text Books by Teachers?

The reading of each paper is limited to twenty minutes.

Persons have been selected to lead in the discussions, each speaker being allowed ten minutes.

The Executive Committee express the hope that Superintendents, Principals of Schools, and County Examiners, will give this session of the Association the aid of their presence and counsel.

Let us have a large and profitable meeting.

A. C. SHORTEIDGE,  
*Chairman Executive Committee.*

## CIRCULAR OF STATE NORMAL SCHOOL, TERRE HAUTE, INDIANA.

This Institution is expected to commence its first Session of twelve weeks on the 5th of January next. The Board of Trustees have employed an efficient Faculty. The first and second stories are completed and will soon be elegantly furnished. The entire building is adapted to the accommodation of three Departments:

THE NORMAL;

THE MODEL HIGH SCHOOL;

THE MODEL, PRIMARY AND INTERMEDIATE TRAINING SCHOOLS.

The Normal Department is intended for the instruction and training of such as design to become Teachers.

The first object will be to impart a *thorough* knowledge of the principles, and of their application in those branches required by law to be taught in the Common Schools in the State, and to establish right habits and methods of study.

Second, to give thorough instruction in the *philosophy of methods*, as adapted to the different subjects taught at the different stages of the intellectual development of the pupil. In this department, tuition will be free to all who expect to become teachers, and who enter according to the provisions of the law.

The Model High School will be the City High School of Terre Haute. It will be furnished, and its expenses met, by the city, but conducted under the control of the Normal School Board of Trustees.

The Model Primary and Intermediate Department will be made up of children between the ages of six and fifteen years as pay scholars. It will be under the management of efficient Principals and serve as Training and

Experimental School for *pupil teachers* of the Normal Department. Its course of study will embrace all grades from the Primary to the High School.

It is deemed inadvisable by the Board of Trustees to publish at present a "detailed course of instruction." Such a course will be given to the public when it shall have been found by actual experience and observation what plan of studies is best adapted to the actual wants of the students who will assemble here for instruction. The following is the general outline aimed at in the Normal Department:

### THREE YEARS COURSE OF STUDY IN NORMAL DEPARTMENT.

I. METAPHYSICS.—1st, Psychology; 2d, Application of its Facts and Principles to *Methods* in Teaching.

History and Methods of Education; Science of Morals; Logic; Government of United States and of Indiana; School Laws of Indiana; Political Economy.

II. LANGUAGE.—Reading, Spelling, English Grammar, Rhetorical Praxis, English Literature, Latin two years, German.

III. MATHEMATICS AND LOGIC.—Arithmetic, Algebra, Geometry, Trigonometry and Applications to Mensuration of Heights and Distances, Natural Philosophy, Astronomy, Book-keeping, Drawing, Writing.

IV. NATURAL SCIENCES.—Zoology, Human Anatomy and Physiology, Botany, Chemistry, Mineralogy, Geology.

V. GEOGRAPHY AND HISTORY.—Physical Geography, Civil and Political Geography, United States and General History.

Students entering the Normal Department will be expected to pass a creditable examination in Penmanship, Spelling, Reading, Arithmetic, Geography and English Grammar.

### TEXT BOOKS ADOPTED.

MATHEMATICS.—Ray's Higher Arithmetic; Ray's Algebra, Ray's Geometry and Trigonometry, Ray's Astronomy, Bryant & Stratton's Book-keeping, Bartholomew's Drawing.

NATURAL SCIENCE.—Tenney's Zoology, Youman's Chemistry, Dana's Geology, Gray's Botany, Dana's Mineralogy.

METAPHYSICS.—Haven's Mental Philosophy, Haven's Science of Morals, Schuyler's Logic, Townsend's Analysis, School Laws of Indiana.

LANGUAGE.—Kidd's Elocution, Edwards' Sixth Reader, Day's Analytical Speller, Green's Common English Grammar, Day's Rhetorical Praxis, Day's English Literature, Latin and German.

GEOGRAPHY.—Guyot's Series, Guyot's Wall Maps, Allen's Map Drawing, Seavy's Goodrich's U. S. History, General History—Weber, Ancient Geography—Mitchell.

Persons desiring further information, or who may wish to register their names as students, can address Prof. J. M. Olcott, at Terre Haute, who will

also give his assistance in procuring suitable board, which can be had in private families at about \$5.00 per week. Such as desire to cheapen their expenses by renting and furnishing rooms, will also be suitably advised in reference to such accommodations.

By direction of the Board,

JOHN INGLE, JR., *President*.

JOHN M. OLCOTT, *Secretary*.

Terre Haute, Ind., Dec. 3d, 1869.

STATISTICS.—Figures in the office of Public Instruction show the following for the State last year:

Length of term of School, four months and fifteen days.

Pupils in Primary Schools .....	447,416
“ High Schools .....	12,500
Number of Male Teachers .....	6,730
“ Female “ .....	4,274
Monthly compensation of Male Teachers in Primary Schools. .	\$37.40
“ “ “ “ High “ . . . .	75.00
“ “ Female Teachers in Primary Schools. . .	28.40
“ “ “ “ High Schools. . . .	42.40
Total expended for tuition .....	\$1,686,905
Special revenue expended .....	1,074,707
Paid Trustees. ....	49,237
Total School Fund on which interest accrues . . . . .	8,314,852
Houses built during the year . . . . .	405
Total value of School Property .....	\$6,577,258

CONTRIBUTORS FOR 1870.—J. M. Gregory, LL.D., President Industrial University, Ill., on Methods of Moral Instruction; Wm. F. Phelps, President Minnesota Normal School, on School Organization and Management; Miss Grace A. King, Chicago, on Primary Drawing; Rev. B. F. Treat, on The Bible in the Public Schools. Dr. J. A. Reubelt, Hon. Isaac Kinley, Prof. Jas. G. May, and others, will write on various topics at different periods throughout the year.

It is the intention of the editors of the JOURNAL AND TEACHER to secure articles from other able educators; and with the assistance of the teachers of the State, they hope to make their paper better than ever before.

THE STATE NORMAL SCHOOL will open January 5th. Hon. Thos. Hendricks and Hon. R. W. Thompson are expected to make addresses. Thus hope becomes fruition. After a test of twelve years by the leading educators of the State, we have one of the finest Normal School buildings in the United States. Miss Julia Newell has been elected teacher of English Language, vice Miss Meiley, resigned; and Kahe Sprague, of Chicago, has been elected Principal of the Intermediate Department. See circular.



IF teachers and examiners persistently neglect or refuse to send us any news concerning their schools, we hope they will not complain if their part of the State is not noticed. We can not report what we do not know. The newspapers furnish but very little educational news, hence we must rely on teachers and school officers for the news in their localities. Please send, and if you do not desire your name to appear, you can so indicate, and your request will be granted.

PROF. ED. CLARK, Superintendent of the public schools of Aurora, Ind., has started an Educational Column in the *People's Advocate*, published at the above place. This is a move in the right direction, and we heartily say, success to the good work. Prof Clark comes to Indiana from Ohio, where he has been for several years a successful teacher in the Lebanon Normal School. We hear good reports of his success at Aurora.

MR. J. D. FOREST, of Newburg, Warrick county, writes that they have a fine new building, three stories high. Each room is supplied with good seats, maps, globes, and a "good teacher." The last is evidently best in this instance. Enrollment, 355. Some of the students are preparing for College.

A DIALOGUE.—*Trustee* to a Teacher.—What is your object in teaching ?

*Teacher*.—My \$2.00 a day.

*Trustee*.—You ought to have higher aims.

*Teacher*.—I did have ; I asked you \$3.00, but you would n't give it.

The Trustee changed the conversation. *Exeunt omnes*.

THE Indianapolis report, for November, shows: Total enrollment, 4,658 ; average daily attendance, 3,905 ; per cent. of attendance, 93 ; number of colored, 209.

THE Peru report, for September, shows: Enrollment, 512 ; average daily attendance, 457 ; per cent. of attendance, 94.2 ; visits by trustees, 27 ; visits by parents, 20.

THE Institute that sent up a report without naming the county whence it came, must excuse non-insertion. Said Institute was held November 8th and 12th inclusive.

GREENFIELD, Hancock county, will dedicate their new house soon by a large mass meeting. We would like to be present ; we helped plan the house.

HON. RICHARD W. THOMPSON, of Terre Haute, has been appointed Trustee of the Normal School, vice J. M. Olcott, time expired. This is an excellent appointment ; a man of culture, ability, and experience.

THERE are three lady students in the Medical College at Indianapolis. Prof. Ryland T. Brown has been elected to the chair of Chemistry in this College. This is a most fitting selection.

THERE are fifty students in the Law Department of the State University.

## A B R O A D .

—Michigan University has one thousand students.

—Cornell University opens its doors to female students.

—The University of Virginia has recently had a gift of \$500,000.

—Professor Tabor, of Hamburg, has, it is said, invented a speaking machine.

—The library of M. Theirs, the French historian, is estimated at \$30,000.

—Mrs. E. A. Stevens has given \$30,000 to endow a chair in Princeton College.

—The translation of the Bible into the Chinese language is nearly completed.

—Wm. M. Baker, senior editor of the *Illinois Teacher*, resigned his position with the issue of the December number.

—Princeton College has decided to make Greek, Latin and Mathematics elective after the Sophomore year.—*Exchange*.

—General Lee proposes three new departments to Washington College: Agriculture, Commerce and Applied Chemistry.

—Professor J. H. Seelye, of Amherst, has declined the Presidency of Michigan University. He is the third person to whom the place has been offered.

—The Chinese school, in San Francisco, numbers one hundred and twenty scholars. They are said to learn English with great ease and rapidity.

—A. M. Hazard has given \$30,000 to endow a chair of Physics in Brown University, R. I. This, we suppose, will be called the Hazard Chair of Physics, or, for the sake of euphony, the Hazardous Chair; or, by a change of position in terms, the Chair of *Hazardous* Physics!

—A chair of Positive Philosophy has recently been established in Harvard University. In brief terms, Positive Philosophy means the philosophy of facts. It accepts nothing which can not be proved by objective facts. Thus it crowds religion on one hand and metaphysics on the other. We await results.

—Some of the English journals are considering the subject of "compulsory education." Rev. Melville and Rev. Norris in the field, *pro* and *con*. A pointed and terse review appears in the *Westminster* for October. Some time must elapse before the English school system will incorporate compulsory education—that is, attendance.

—The *Franklin Institute Journal*, of Philadelphia, is considering the subject of a new nomenclature for Chemistry. It claims that the unwieldiness of terms furnishes an argument for such change. This argument has force, when considered in connection with such words as *hypersulphamolybdate of potasse*, and *triphosphor-fluer-calcium*, &c.

—The November number of the *Massachusetts Teacher* says subscribers owe the *Teacher* \$1,000, and that the State Association, though in a better condition, financially, than it was last year, is in debt about \$1,300. Now, we are happy to tell our neighbors of the Bay State that we run our JOURNAL, and keep it out of debt, and have so done for seven years. Our State Association is run in the same way. There has not been a session in eight years at which the Treasurer has not reported money on hand, above all dues. If our Yankee brethren will move "der masheen" out here, we think the Hoosiers can run it *out of debt*.

CINCINNATI.—The following are the resolutions passed by the Cincinnati School Board. These make the schools as non-religious as mere resolutions can make them. But, God be thanked, mere resolutions can not extinguish religion nor silence the Bible. An injunction has been issued, and has been pleaded before Judge Storer, restraining the Board from the enforcement of these resolutions. At date of writing the decision of the Court has not been given. It is not known when it will be given nor what it will be. Be it what it may, there is a higher Court before which the Board itself (not its resolutions) will be tried. That Court is the people, and the verdict will be given when they speak in their majority at the ballot box. We believe they will say of the anti-Bible members of that Board, "Weighed in the balance and found wanting." Here are the resolutions :

"*Resolved*, That religious instruction and the reading of religious books, including the Holy Bible, are prohibited in the Common schools of Cincinnati—it being the true object and intent of this rule to allow the children of all sects and opinions in matters of faith and worship to enjoy alike the benefit of the Common School Fund.

"*Resolved*, That so much of the Regulations on the Course of Study and Text Books, in the Intermediate and District Schools (page 213, Annual Report), as reads as follows: 'The opening exercises, in every department, shall commence by reading a portion of the Bible, by or under the direction of the teacher, and appropriate singing by the pupils,' be repealed."

—J. W. Foster, in his work on the Mississippi Valley, gives the annual rain-fall at certain points as follows :

	INCHES.
Vera Cruz, Mexico.....	183.2
Astoria, Oregon.....	89.94
Mobile, Alabama.....	64.42
Cincinnati, Ohio.....	46.69
New York City.....	42.23
Fort Scott, Kansas.....	42.12
Ann Arbor, Michigan.....	28.60
San Francisco, California.....	21.95
El Paso, New Mexico.....	11.21
Fort Yuma, California.....	315



## BOOK TABLE.

THE MISSISSIPPI VALLEY, ITS PHYSICAL GEOGRAPHY; including sketches of Topography, Botany, Climate, Geology and Mineral Resources; also, of the progress of development in population and material wealth. By J. W. Foster, LL. D., President of the American Association for the Advancement of Science. Chicago: S. C. Greggs & Co. 8vo; 430 pp. Price \$3 50.

Extending Solomon's doctrine of a "time to be born," so as to include books, it may be said with significance this book was born at the right time. The eyes of millions on two continents are on the Mississippi Valley, and all are saying, what is its soil, climate, products and extent? This volume answers these questions, not exhaustively, of course, but partially. An exhaustive would require a library rather than a volume. They are full enough for the casual reader; the geologist, mineralogist, or the specialist, will look for elaborate treatises in special departments.

The author is happy in two particulars: First, in giving prominence to the interesting topics—climate, origin of prairies, forest culture, grains, grasses, influence of climate on man, &c. Second, in a remarkably pleasing style. For a scientific work the style is unusually simple and peripatetic. In certain passages he is almost Addisonian in ease and naturalness.

Notwithstanding these excellencies, we can not avoid noticing a blemish in the use of the word "form." This is an overworked servant, being brought in wherever it is possible to make it work. It takes the place of the terms genus, species, kind, sort, class. Sometimes a noun is converted to an adjective and the word form, when the noun alone would have been equally expressive and more concise; as vegetable forms for vegetable, tree forms for trees, &c.

True, this is a small blemish—yet a blemish—and the most noticeable because occurring in a style so generally excellent.

The mechanical execution of this work is superior—paper first-class, type large and clear.

In conclusion, we venture the prediction that this book will not only be bought but read.

THE ELEMENTS OF ASTRONOMY, for Colleges, Schools and Private Students, written for the Mathematical Course of Joseph Ray, M. D. By Selim H. Peabody, M. A., Teacher of Natural Sciences in the Chicago High School. Cincinnati: Wilson, Hinkle & Co. pp. 336.

This work is characterized by the following:

1. Clearness and conciseness of definitions.
2. Simplicity, hence clearness, of illustration.
3. Beautiful and expressive diagrams.

These features alone go a long way in giving a text book on astronomy excellence. Add to these, the language is more than usually clear, rhetorically speaking, *perspicuous*—no long, involved, or a complicated sentential structure, requiring explanation.

The mathematical portion of the work is not too heavy—enough to keep the mathematician from idleness, and not enough to discourage the non-mathematically inclined. Attention has been equally divided among the various subjects—none being allowed to trench on others. Comets, irregular and lawless as they are, are kept within bounds (of 26 pages); nebulae, eclipses, tides, seasons, &c., in the same manner.

In our opinion the work will be a successful candidate for public favor.

A DRILL BOOK, for Practice in the Principles of Physiology, and of Education and Oratory. By Allen A. Griffith, M. A., author of *Lessons on Elocution*. Chicago: Adams, Blackmer & Lyon. 96 pp. Price 75 cents.

This work has many good rules, suggestions and selections. The cuts representing gesticulation, attitude, and the position of the vocal organs, will materially aid the learner. So plain are its instructions that even the inexperienced may use it with profit. This plainness is an excellence.

ELEMENTS OF THE GREEK LANGUAGE. Taken from the Greek Grammar of James Hadley, Professor in Yale College. New York: D. Appleton & Co. pp. 246. Price \$1 50.

This follows the Bullion method of all rules, principles, conjugations, declensions, &c., with no exercises in translation.

We can not approve.

BULLION'S LATIN-ENGLISH DICTIONARY is a royal octavo of 1,014 pages. It is re-arranged from Riddle's Latin-English Lexicon. This volume is convenient in form and size, full in information, containing all the words in the Latin classic authors usually read in schools and colleges. It is in excellent type, good paper and durable binding. The vowel quantities of syllables are distinctly marked. The etymology of simple, derivative words, wherever ascertained, is noted. The component parts of compound words are indicated. In the classification of meanings the proper or primary meaning is given first. These meanings are in italics and are immediately after the word, not being scattered through the illustrations. Were we beginning again our Latin course, this is just the book we should buy. Published by Sheldon and Co., 498 Broadway, N. Y.

#### OUR SCHOOLDAY VISITOR.

The first number of the fourteenth year and volume of this wide-awake magazine is received, and we pronounce it better than ever. The table of contents is good, and our young folks will certainly be pleased with it.

The publishers offer a beautiful steel engraving, just published, as their premium plate for 1850, entitled "Help Me Up," worth \$2.00 a copy, for twenty-five cents, to each subscriber. The terms of the *Visitor* are \$1 25 a year, or \$1 to clubs. Daughaday & Becker, publishers, 424 Walnut street, Philadelphia.

THE RIVERSIDE MAGAZINE, published by Hurd & Houghton, New York, is worthy to go into every family in the land and be read by all children. The great variety of text and illustration gives it a charm and an interest that do not die out through long acquaintance. The *Riverside* is a never-failing source of instruction to all, young and old. *History, Travel and Biography* are treated in a lively, winning way. Papers, richly illustrated, appear on Insects, Fishes, Frost, Curiosities, &c.

Hans Christian Andersen gives all his new stories first to the *Riverside*. Those who are making up their minds about the magazines they will take the coming year, should not overlook the excellencies of the *Riverside*.

THE GALAXY, during the last year, has earned a place among the best magazines published. It has extended over a wider field of literature, science and art than any other similar publication. Its variety of matter suits it remarkably to the diversity of tastes in the reading world. Entertaining, instructive and substantial, it is in every way popular and deserving. Grant White's stories alone have been worth more than twice the price of the magazine.

HARPERS' WEEKLY, New York, is so well known and thoroughly appreciated that praise, however high, would not be deemed an exaggeration. Its vigorous, scholarly editorials are fitly accompanied by some of the best illustrations of the best artists. Thomas Nast is a name that picture lovers long since learned. His war sketches won unusual praise, and will long be remembered. In every department the *Weekly* is complete—excellent articles and splendid illustrations. For the year 1870 Wilkie Collins writes a new story, entitled "Man and Wife." It is, as it claims, a "complete pictorial history of the times"—an unsurpassed family paper. Terms: One copy, \$4 for one year, or six copies for \$20.

THE TEMPERANCE SPEAKER, published by J. N. Stearns, 172 William street, N. Y., is a neat little book of speeches, dialogues and recitations suitable for a variety of occasions. Price 75 cents.

THE ATLANTIC, for December, like all others before it, is sterling in merit. It goes boldly forward in its course, maintaining a dignity and strength that few others will ever reach. Its great popularity came through the most original thinkers and best writers of our own country and Europe. Among the illustrious who will contribute hereafter, as heretofore, are Bayard Taylor, Longfellow, Bryant, Lowell, Holmes, Harriet B. Stowe, Higginson, Alice Carey, Sumner, Agassiz, Hale, Whittier, Ike Marvel, and many others. Published by Fields, Osgood & Co., 124 Tremont street, Boston. Terms: Single copy, one year, \$4, or five copies, \$16.

THE NEW YORK INDEPENDENT, as a family paper and news miscellany, has no equal. Its columns are supported by some of our most popular writers. Having reached its twenty-first birthday, it unfurls its prospectus for stronger, braver exertion. Read it.

LITTELL'S LIVING AGE is considered, on all hands, as the cream of eclectic literature. Every year it furnishes more than three thousand pages of choice reading. Its literary notices and reviews have long commanded the highest regard. Few other sources provide equal literary advantages. For years it has confessedly "stood at the head of its class." Age has only increased its vigor and enterprise. History, criticism, biography, fiction, poetry, wit, art, science, politics—everything is here. It is a mine of rich treasure to every reader. With it alone, a man would become well informed on the main problems of human life. Published by Littell & Gay, 30 Bromfield street, Boston.

THE YOUNG FOLKS, from its first day, has gradually and strongly improved in worth, until now it is the most successful publication of the kind in this country. The practical bearing of many articles has redeemed it from the criticism of "light," "trivial," "fanciful." For 1870 there are promises for yet better things, which will be fulfilled to the letter. Young people that read and presume to be intelligent can scarcely do without the *Young Folks*.

THE GERMAN ECHO. A Guide to German Conversation; or, Dialogues on Familiar Subjects, with a Full Vocabulary. Edited by James H. Worman. Published by A. S. Barnes & Co., New York and Chicago.

The author of this work very sensibly claims that the study of a grammar alone will fail to give the student a mastery of a language. We must go directly to the language itself, to learn its nature, peculiarities and



idioms. This is true of any language. The object of Americans in gaining a knowledge of the German is not so much for the sake of its literature as for its practical utility in business and social intercourse. We care not so much for its grammatical rules as for that mastery of expression which comes from the knowledge of words and familiarity with proper idioms. The author's idea is to begin with the language of common conversation, first acquiring the power to think and speak in the language, then proceed to the rules and laws. This is the common sense method. The book is prepared with great care, furnishing the student a stock of words and common idioms that will enable him to converse with ease and accuracy. The desirableness of such a book is patent to every one.

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A GERMAN READER. By Prof. Wm. D. Whitney, of Yale College.

The mere announcement that Prof. Whitney has collected prose and verse for a reading book, in German, has been sufficient to awake anticipations of a work unusually good. The selections embrace some of those beautiful fables of Hans Andersen, that bear us back to the fairy land of your own childhood. There are two hundred and fifty pages of the best and most beautiful of Krumacher, Heine, Andersen, Grimm, and others. The notes and vocabulary are wanting in the present edition, but are promised during the coming year.

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THE FRONTIER SERIES, Published by Lee & Sheperd. THE CABIN ON THE PRAIRIE, by Rev. C. H. Pearson; PLANTING THE WILDERNESS, by James B. McCabe, Jr.

These are two of four volumes which comprise this series. The young folks all have great reason to thank the publishers for the attractive, entertaining books they have in time gone presented. These two are handsome enough in appearance for holiday presents.

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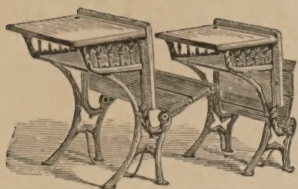
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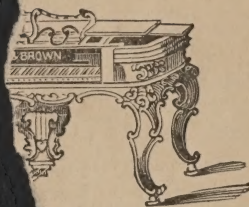
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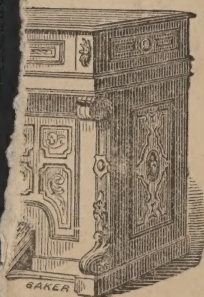


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